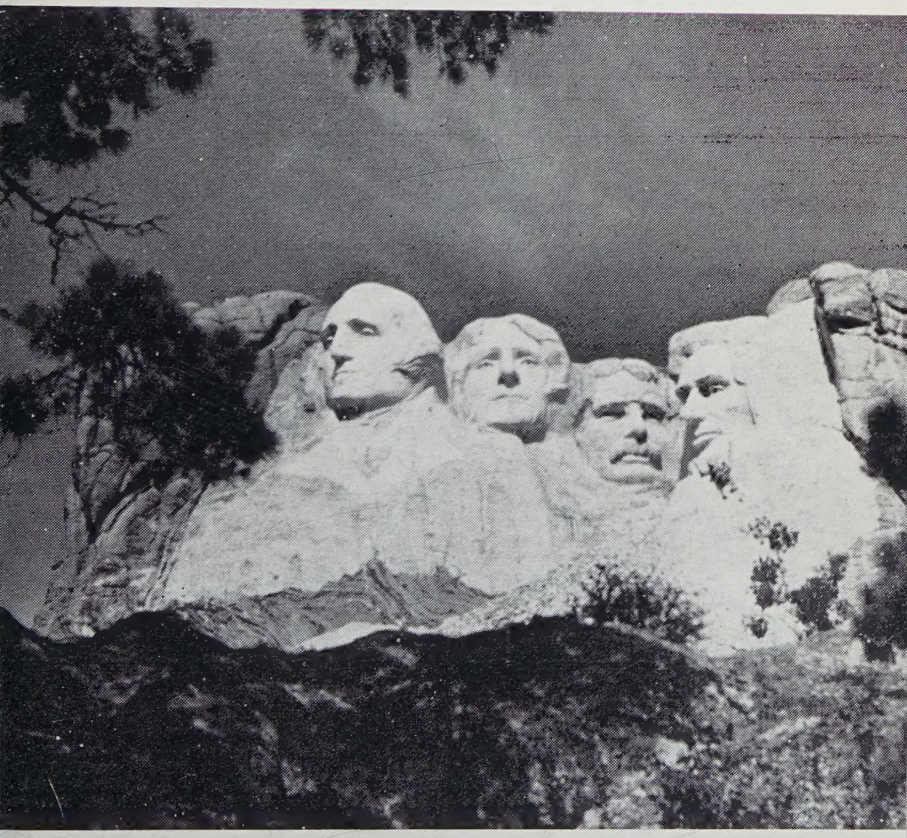
The Church School Teacher

ume XXI FEBRUARY 1952 Number



MAGAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

VOLUME XXI No. 2

FEBRUARY 1952

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Augustana Audio-Visual Service.

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The Church School Teacher

Vol. XXI FEBRUARY 1952 No. 2

In This Issue

By THE EDITOR

FEBRUARY is the month of birthdays. So our cover is in keeping. It is a happy coincidence, too, that the opening line in Dr. J. Vincent Nordgren's article *What Are We Trying To Do In The Sunday School?* puts words into the picture's spokesman—Thomas Jefferson, second from the left. The others are Washington, Theodore Roosevelt, Lincoln, all of the John Gutzon Borglum memorial at South Dakota's Black Hills.

T Formation

This issue is heavy on Augustana's Triple T Program. But Director Vogeley of the American Lutheran Church has given permission for the excess loading. The ALC will start its TTT program in 1952, as John Hiltner mentions in *News and Views,* so ALC teachers, please consider this issue a bit of advance promotion.

Dr. Hiltner has had good reactions to his *News and Views.* That is, he has had some folks say they like it. But he would like more than that, if you can somehow find time for it. He would like you to send him some interesting *news* or some of your *views.* Anything from the weather to a philosophic treatise will be welcomed, as long as it has something to do with Christian education. You can send it to Dr. Hiltner Waverly, Iowa. Or send it to 2445 Park Ave. Minneapolis, and we will forward it.

Growth of Triple T

Growth of the Triple T Program in Nebraska by Martin Lingwall is a discription of the evolution of the Augustana program. It is documentary and, I think, will interest you. Kansas Conference has a story, too about the direction TTT took in the sunflower state.

PACIFIC LUTHERAN THEOLOGICAL SEMINARY LIBRARY

To bring it to you I have quoted from a report made by Gladys Peterson, Education Instructor at Bethany College. (See *From Your Director* in this issue.)

An invitation has just come to me from the General Secretary of the Assemblies of God Church, Springfield, Missouri, to attend the Tenth National Sunday School Convention of the Assemblies of God, to be held in Springfield March 1952.

Phenomenal

The letter of invitation says: "As you may know, the growth of the Sunday school movement in the Assemblies of God has been termed *phenomenal.* From a very small beginning, the annual conventions have grown until at the present time the city of Springfield is being taxed to the limit to provide for the comfort of those attending. The convention for 1952 will be even larger, since it is, for the first time, international in scope. We expect 10,000 delegates."

There is a vital relationship between the growth of the Assemblies of God Church and the emphasis on its Sunday school movement. In these days when a wholesome emphasis is being put upon evangelism in our Lutheran churches, we must not let the church forget the vital part teaching plays in *evangelism that lasts.*

Church School Convention

The World Council of Christian Education holds a convention every ten years. We Lutherans ought to work toward a church school convention every two or three years. Christian education in our parishes should be dramatically presented. The Church and the public ought to know that parish education is no *Sunday school picnic;* it is a battle for the soul of America.

Variety

An article on the Saturday school, one on story telling, and others on various subjects should make this an interesting issue. We hope it is.

Coming

Next month we will run CHRISTIAN GROWTH *helps for the third quarter. That will get them to you for early planning. Henceforth we will keep on this early schedule. The April issue will feature National Family Week. May will be about Vacation Church Schools. June will tell something about summer activities and point to the fall round up.*

From Your Director

By L. H. WESTBERG
Augustana Lutheran Church

Looking Ahead

NATIONAL Family Week is in May. It is not too early to begin your plans. Some excellent helps have been worked out for you. The Board of Parish Education has co-operated with several other Protestant boards to produce four *Family Life Audio-Visuals*. Thirteen sets will be placed in the library of the Augustana Audio-Visual Service so you may borrow them. The only cost will be the usual service fee of $1.50 per filmstrip, paid to the Audio-Visual Service for handling. You may purchase the set for $35.00 from our office.

Youth, Adults, Parents

I quote from our advertising folder: "The Family Life Audio-Visuals is made up of four units, each with its own "user's guide," giving suggestions for conducting class sessions and meetings.

"Each unit is made up of a black and white filmstrip with recording (either 78 rpm standard groove or 33⅓ rpm microgroove) plus 2 copies of the User's Guide. Projectionist's Script is included in the User's Guide.

"These are the filmstrips: *No Easy Answer*—Various family problems faced by different families call for various solutions. No problems have ready made or easy answers. How would you solve them?

And More Hows

Built Upon The Rock—Tensions of modern living strain family relationships, but a home built upon the rock of Christian principles can withstand these tensions. This filmstrip suggests how it works.

"For the Record—Mae and Lew Perry learn how to help Billy Perry, Christian, for his sake and for the world's.

"A Harvest From Holidays—Sometimes parents have to create opportunities to teach eternal truths. But more often they just have to recognize and use them as they come along. Here is how The Bensons did it.

"These Family Life Audio-Visuals are planned for use in

Church School classes and other groups of older youth, young adults and particularly for parents. In addition to motivation for Christian family living, these materals are excellent discussion starters."

The Family Life Audio-Visuals are available now. Why not get acquainted with them and work out the best way to use them in your congregation either before, during, or after National Family Week.

Stories of Family Worship

The second help for National Family Week has been produced in co-operation with the Division of Christian Education of the Natonal Council of the Churches of Christ. It is the annual Pages of Power Family Week devotional booklet. The booklet, entitled *Stories of Family Worship with notes to help other families,* contains eight worship services for the home. Samples will be sent pastors and Sunday school superintendents. Order quantities desired from the Augustana Book Concern.

Let me describe the booklet by quoting from the forward: "How do other families have prayer together? What is vital worship in the home? What can one do to make devotions interesting to all? Living in a family is a privilege and a responsibility. Christian homemakers entertain high aspirations for their home. They know that basic attitudes toward religion are developed through the relationships of family. It is not surprising that occasionally most parents feel puzzled and uncertain. At such moments they usually derive considerable help from the counsel of friends whose experience has been similar."

A Highlight

The booklet, *Pages of Power,* shows you what other families have done to plan family devotions. Church school leaders, by all means plan to use these two helps, the *Family Life Audio-Visuals* and *Pages of Power* in making National Family Week a highlight in your congregation. The promotion of the week is your responsibility. Talk it over with your pastor and your superintendent. Do it early.

The Kansas Story

This is turning out to be a column of quotations. I will end it on the same level by quoting from a report by Miss Gladys Peterson (see *In This Issue*) about the direction the TTT program has taken in Kansas. After de-

scribing the conference TTT program staffed by our Board of Parish Education workers, Miss Peterson writes:

"Plans have been developed by the Kansas Commission for TTT School to be held in each District within the next month. Each congregation is asked to select a director and a teacher from each department who will definitely assume the responsibility of becoming trained to assist in the conducting of a six or seven weeks local TTT school.

From Each Department

All teachers are urged to attend their respective District TTT Schools, but a teacher from each department in a local church should be given this responsibility of conducting a school on local level. Teachers trained at the Conference TTT School are also available for teaching in local schools whenever possible.

"Excellence in any field cannot be had without paying the price. A national tennis champion began in his back yard, practicing over and over just serving a tennis ball at a tin can perched on top of a post sixty feet away. When he could blast it off the post with deadly regularity, he entered the national tournament and won. Superiority of Christian character and living also has its price. There is a maintenance cost to the spiritual life. And part of that cost is personal devotions."

Quoted from devotional booklet, *The Awakened Heart,*
By Robert W. Stackel

What Are We Trying to Do in the Sunday School?

By J. VINCENT NORDGREN

Pastor, Messiah Lutheran Church, Annadale, N. Y.

THOMAS JEFFERSON once said, "The Sunday school provides the only legitimate means for avoiding the rock on which the French Republic was wrecked." Though this great patriot was not noted for his religious beliefs or his appreciation of the church, he did love his country and he saw in the Sunday school a valuable contribution to the life of the great democracy he helped to form. It cannot be said too often that the Sunday school has the responsibility of teaching the growing generation in such a way as to give lasting benefit to both the individual and the nation. Never was the challenge to the Sunday school greater than it is today. Never were the rocks threatening the shipwreck of its real purposes greater than they are today.

The Desired Outcomes

If you look at page 4 of the Teacher's Guide of any quarter in the *Christian Growth Series of Sunday School Lessons* you will find a list of seven "Desired Outcomes." They are worth reviewing often as we plan our program of teaching and keep asking ourselves what we are trying to do in the Sunday school. Notice that all aims are to be thought of in terms of what we are attempting to bring about in the lives of our pupils:

1. To lead the pupil into a conscious and growing fellowship with God.

2. To help the pupil to know the way of life in Jesus Christ and to respond with faith and service.

3. To guide the pupil in Christian living.

Adjustment

4. To help the growing person to adjust himself in a Christian way to changing circumstances.

5. To lead the pupil to participate intelligently and wholeheartedly in the life and work of the church.

6. To guide the pupil in making regular and fruitful use of the Bible.

7. To lead the pupil to make use of such resources of the Christian religion as prayer, devotional literature, the catechism, church history, and religious art.

Teach Facts

The editor has asked us to discuss briefly the meaning of these aims and purposes. Because of the limits of space, we shall try to sum them up in two statements. For the moment, then, let us look upon our task in the Sunday school as a two-sided affair.

The first side is the teaching of facts. It is our job to transmit or convey knowledge, to explain it, to apply it, and to help the learner grasp it and use it for the better ordering of his life. Upon this we cannot insist too strongly.

Nobody can be a physician without knowing about anatomy and the workings of the human body in relation to various medicines and other treatment. Nor can one be a successful farmer without knowledge of soil and seed. The navigator of a ship, the pilot of a plane, the engineer in charge of the construction of a bridge, all need specific, dependable knowledge for their task. Mere guesswork will not produce satisfactory results. Wishful thinking may lead to disaster.

So it is in religion. We cannot guess our way to salvation. Wishful thinking and good intentions may only lead to tragedy. God has revealed Himself in His Word, and especially in the life and work of Jesus Christ, Whom to know is eternal life. No knowledge in all the world is more important than the knowledge of this revelation. It therefore follows that no church school program can ever be really successful if it ignores or minimizes the value of teaching the knowledge that can make us wise unto salvation.

Discernment Needed

As we see it, some facts are more important than others. For example, if a choice has to be made, we would rather have a pupil know John 3:16 than the names of all the twelve sons of Jacob. We would rather have him able to recite the Ten Commandments than the names of the books of the Bible. We would rather have him memorize Luther's explanation of the Second Article of the Apostles' Creed than the age of Methuselah or the dimensions of Noah's ark.

But we cannot go along with the people who insist that every lesson in the Sunday school must be based on a Bible text. We think

that some study of church history, missions, and benevolences also has a place in Christian education. And we are convinced that there is also need for facts about Bible geography, and the customs and living conditions of people in Bible times. "He who knows only the Bible does not really know the Bible."

In the transmission of knowledge, frequent review is of great importance. Time spent on repeating and clarifying what has already been studied is time well spent, even though it means cutting elsewhere. Upon the teaching of facts and the gaining of knowledge we must strongly insist.

Foster Spiritual Growth

The second side of our job is the guiding and fostering of spiritual growth. In fact, there are people who will say, "We do not teach *subjects,* we teach *pupils.* We do not believe much in the transmission of knowledge, what we want to do is to develop personality. Our teaching must be creative, it must relate to life, and it must take into account the pupil's age and capacities, his interests and problems at his present stage of development.

Good! Certainly there is room for reaction against cold, dry formal drilling of facts without reference to life, and there can be no merit in linking procedures that are dull and deadly with the teaching of the most precious treasure we have. These people are right when they say that we should teach pupils rather than subjects. Upon this they cannot too strongly insist.

The Christian Growth Series has been planned with this in mind. One of its basic principles is that the pupil is not so much an empty vessel to be pumped full of information as he is a living, growing personality, with a spiritual life that is to be fostered, guided, fed, and protected. The concept of Christian nurture is a corollary of our doctrine of baptismal grace.

In other words, we aim at nothing short of leading the pupil into a vital Christian experience. This includes repentance and faith: a deepening trust in the providence of God, a growing bond of union with Christ as Saviour and Master, and an increased yielding of self to the sanctifying power of the Holy Spirit. Teaching in Sunday school is serious business!

He Who Loses His Life . . .

In the final analysis, it is what happens to our pupils that really counts. When the teacher sees this, his pupils are put at the center of

his absorbing interest and he is lost in concern for them. The love of the modern teacher for the spiritual welfare of his pupils may be no greater than that of his predecessor of a generation or two ago, but his insight into the problems confronting him and the skills to deal with them are greater. Humanly speaking, he can take the same soil and the same seed, and produce a better harvest. But he will always remember that "God giveth the increase," and before he has gone very far he will see that the knowledge of the Word of God is the important means that God uses for fostering spiritual life and shaping Christian character.

Above and Beyond

There is something about work in the Sunday school that lifts it above and beyond both the teaching of facts and the guiding of experience. A recent incident brought this home to me in a powerful way.

I was "sitting in" on a conference of workers with young people in their teens. There were about fifteen of us in the circle, and our leader was a very alert and understanding university professor who manages to do a lot of church work. At the moment he was asking for a list of problems encountered in working with young people of high school age. The usual problems were named.

The Big Problem

But suddenly a new problem came before us. It came from a man in his middle fifties, an elder in a Presbyterian church. His face was kindly and his manner gentle as he said, not without some faltering, "My big problem is myself. I feel at times that I am out of step with these young people. I'm about forty years older than most of them, and sometimes I know that I don't like all the things they are interested in. But I do love my Lord and I want to say a good word for Him as long as I can."

The Best We Know

Needless to say, the rest of us doubted that young people would fail to appreciate a man like that.

In Christian education there is always One more than the teacher and the pupils. When we teach in His presence, our effort to transmit facts and to foster growth takes on new meaning. Christian education becomes a personal thing. *It is sharing the best that we know* in the hope that it will come to mean more than anything else in all the world to those with whom we share it. We want to say a good word for the Lord as long as we can.

A Dream Coming True

By ERNESTINE SANDEN

A DREAM has begun to come true in our church. Beside the desk in the Church School office stands a four drawer filing cabinet on which the indentification plates read:

Unit Materials File, Christian Growth Series—Beginners

Unit Materials File, Christian Growth Series—Primary

Unit Materials File, Christian Growth Series—Junior

Unit Materials File, Christian Growth Series—Intermediate

In each of these departmental files is a division for each course, a section for each quarter, and a folder for each unit.

Basic

The unit folder is basic in the file. In it is found the plans used in teaching the lessons in the unit to which evaluation notes are attached so that needed changes can be made when they are next taught. All the pictures, resources material, and activity suggestions used are included. References to pictures, maps, charts, films, slides, filmstrips, and books, too large to be filed and stored elsewhere are also included in each unit folder. The departmental leader is in charge of the file for his or her department and keeps it up-to-date as each course is taught.

After Three Years

We recommend such a file as a very practical and economical project in a church school of any size. In three years time these files will be very useful. As each department returns to the study of any of the courses, the unit folders of that course can be used in the departmental planning sessions. Ideas and materials which have proven satisfactory when the course was taught before can again be used; and new and better procedures can be added.

Profit Plus Savings

The teacher who has taught for a number of years will appreciate this and the new teacher can profit by the experience and work of those who have gone before. It will be surprising how many good ideas and materials for teaching will be saved and with them the hard-to-get money for church school supplies.

Saturday Church School in Gladstone

By ELIZABETH M. PETERSON
Gladstone, Michigan

DURING one of the TTT Schools in the spring of 1951, there was a discussion about the advantages of a Saturday church school compared with the customary Sunday school.

Several of the teachers from First Lutheran's pastor, the mem- Michigan, were inspired and after the conference they talked with First Lutheran's pastor, the members of the board of deacons, other teachers and many parents about a *Saturday School.*

Some Objections

Because of the willingness of so many to innovate this new program (similar to our vacation school, which had just completed a successful two weeks) we began the first Saturday in September at 9:30 a.m. There were some criticisms, of course: a few mothers objected because this was the only day on which their children could sleep; others thought this was the day for play; and still others felt there would be school activities that might interfere (the superintendent of schools assured us that there would be little if any Saturday activities at the school).

Willing Staff

Our first step was to ask and encourage the congregation and various organizations to pray unceasingly for our school. Then the board of deacons extended a formal call for teachers to various members of the church who were spiritually and intellectually qualified for this service in the church.

Several former teachers were unable to teach because they were working on Saturday, but there are more adults on the faculty now than in previous years.

And Responsible

Because of the emphasis on adequate preparation of lessons as outlined in the TTT program, and of the importance of activities which follow the formal lesson, our teachers realize that they cannot absent themselves without notifying the substitute teacher in plenty of time so that he will be well prepared.

We do not have to cope with those problems that are to be

generally found in most churches on Sunday; such as, choir members arriving, visiting, and getting into their gowns; church members who arrive early to prepare themselves mentally for the worship.

35% Gain

The attendance of students has been consistently higher this year. Our enrollment gain is approximately 35% greater. The regular attendance is an indication of the interest of the youngsters. And the number of those who arrive from one half hour to fifteen minutes early for school is another indication of the interest. The teachers are beginning to realize the possibilities of the pre-session.

Confirmation Classes

All children's activities are taken care of on Saturday morning. Junior and senior confirmation classes are included in the hour and a half session. The church school choir meets immediately after the school is dismissed. A junior mission program is planned for every fourth Saturday; after the mission program, the beginners, the primary, and the junior departments carry out mission projects.

Problems Will Be Solved

There have been and are, obviously, many problems which must be faced in making such a change. Through the prayers of the members of the congregation and through the interest being shown in the newer and more effective ways of teaching, these problems are going to be solved.

Henry Ward Beecher tells about seeing a newsboy one cold wintry morning standing on a corner shivering in the inclement weather. He reached into his pocket and gave the boy a few coins, then patted him on the shoulder, and said, "It is a mighty cold day, isn't it, Son?" The boy smiled as he replied, "Well, it was, sir, until you came along."

Quoted from REUBEN K. YOUNGDAHL'S book of devotions, *Going God's Way.*

Growth of the Triple T Program

By MARTIN LINGWALL
Pastor, Trinity Lutheran Church, Axtell, Nebraska
Member, Nebraska Conference Commission on Parish Education

CONFRONTED with the grave responsibility of properly utilizing the materials in the *Christian Growth Series* for instructing children in Christian education, the conscientious church school teachers are ever on the alert for methods and means that will equip them to teach the children more effectively. Institutes and inspirational teachers' meetings have not sufficiently met the need. Teachers have been asking for something more practical and effective, realizing that if the opportunity for giving Christian training is not utilized when the child is in the church school it will be lost.

Early Years Important

If proper Christian training is not received during childhood, chances are that it will never be gained in later life. Persons who have not received such training in childhood, but have come to Christian knowledge and a saving faith in later life, feel that they have missed something irreplaceable.

New Needs

The need for better ways of lesson preparation and teaching were brought into clearer focus with the introduction of the *Christian Growth Series* into the church schools. Many realized that the method of making a home study assignment in preparation for the following Sunday, and to merely ask questions on the assignment, no longer met the need. Some became discouraged with the *Christian Growth Series* and gave it up. Others experienced frustration in trying to prepare and teach the lessons. Complaints were often heard that there was too much material to try to cover in one lesson period or that there was too little material in the leaflets.

Teachers Helped

The Augustana Board of Parish Education under the direction of Pastor Lael H. Westberg has effectively given solution to the many problems through the medium of CHURCH SCHOOL TEACHER'S Workshops, or as it is known,

The Triple T Program. Participating teachers have found that "training by demonstration" has been most profitable in equipping them for the great task. Furthermore, knowing that they are better prepared and have an aim clearly before them, the teachers are finding more real satisfaction and encouragement in being workers in the church school.

Training by Demonstration

"Training by Demonstration," which is used in the TTT School, is proving to be most effective wherever it is put into practice. It is a well known fact that a plan or method is of little value to anyone unless it is put into practice. Wherever this training course is employed in conferences, districts, or parishes, it has proven to be very effective, not only by way of improving lesson preparation and teaching as applied to the *Christian Growth Series,* but also to foster a deeper consciousness among the layity of its responsibility to the children in our congregations and the need for improved facilities.

The Kearney District

The Kearney District of the Nebraska Lutheran Conference offers an example of this fact. Four years ago the Sunday school staffs of the district organized to meet annually for discussion and inspiration. At the first meeting, talks were given emphasizing the importance of church school work before the group was divided into panels to discuss problems and procedure. This proved to be a step in the right direction but still did not meet the most urgent need of the teachers, that of being taught *how to teach.*

The Beginning

Three years ago church school teachers throughout the conference were invited to come to Luther College, Wahoo, for a teacher training workshop which included a demonstration. It was conducted by the Director of Parish Education and his staff of well trained instructors. Those who attended received much practical training—it was just the thing they had been wanting. But due to distances and other hindrances, only a small part of all the teachers in the Conference could avail themselves of this workshop.

Into the District

At that time, plans were in the making for the second annual meeting of the Sunday school staffs in the Kearney District. It was hoped that the Director could be with us for this institute. When

this was not possible, consideration was given as to how best to convey the training received at the Wahoo workshop to the teachers of the Kearney District.

In the discussion that followed the suggestion came that five be selected out of the group attending from the Kearney District, one for each department in the church school, and that these teachers should in turn go to a district workshop to transmit the training received at the conference workshop. As the plan was carried out it was proved that a better method for helping teachers to better prepare and teach the *Christian Growth Series* had been found.

To the Roots

This was the beginning of the Teacher Teach Teacher school in the Nebraska Conference. Out of it and succeeding workshops has come a new and better understanding of the *Christian Growth Series*. What has been of benefit to the teacher has been of benefit to the children and the congregation as well.

The teacher who comes before the class with a well prepared lesson, couched in faithful prayer, naturally presents a better instruction. This in turn is reflected in the class by new interest and willingness. Teachers have also been brought to see more clearly that each pupil must be treated as an individual. Some members of a class require special consideration and cannot be treated in the same way as other pupils of the same group.

LEAV—Kit

Desiring to further improve in lesson preparation, understanding the individual child, teaching lessons, improving facilities of the Church school, etc., the Kearney District purchased a set of the Leadership Education Audio-Visuals which is being used by the church school staffs at their monthly meetings.

Teachers testify that they are receiving much help and guidance from this audio-visual aid. It is also a means of keeping the teachers conscious of the responsibility involved as they pray and plan for their work in the school.

Eternally Worthwhile

Promotion of the improved teaching requires time and effort but, may we ask, is there anything more eternally worthwhile and of greater consequence than to give time and effort to Christian training of children? We approve of the demands made by the state to provide efficient teachers and fa-

cilities for the children in public schools.

Why should the church be satisfied with merely providing the children with a roof over their heads as a *place* for their Christian education? Why is there so little thought or concern for adequate equipment and for a staff of well trained teachers?

Nebraska Triple T in 1951

In the on-going program of Parish Education in the Nebraska Conference, the fourth annual workshop, or Triple T School, was conducted in October within the confines of the Kearney District. The Trinity Lutheran Church, Axtell, was the host church. The Director, Pastor Westberg, and his four assistants were with us. Forty-two church school teachers, leaders and pastors had accepted the invitation to come and receive further training and help. In three main sessions, about eight hours were devoted to concentrated study of the Word, study of lesson materials, and demonstration in lesson preparation and lesson teaching.

The Follow Through

Much appreciation was expressed for what had been received. Those attending from each district were enthusiastic in their willingness to return to their respective districts and parishes as *teachers to teach teachers.* At this writing, three workshops and perhaps more are planned to be conducted in the districts in the near future.

Suggested Program

It is strongly recommended that these districts and local Triple T Schools include three sessions, the first for Bible study and orientation, the next for demonstration in lesson preparation and the third for demonstration in teaching the lesson. If it is not possible to devote an evening and the day following, it is suggested that three evenings be devoted. The latter suggestion can best be followed through where distances between churches is not too great.

Into Practice

The success of the Triple T Program depends ultimately upon the promotion it is given in the local parish. Mr. Chesterton has stated, "Nothing really becomes vital until it becomes local." The teachers' training program will not become vital in the local parish until it is put into practice.

May Smith's Storytelling Class

By RUTH SWANSON
Staff, Board of Parish Education, Augustana Lutheran Church

This is the first in a series of two articles by Miss Swanson.
EDITOR

Part I. Principles

MAY SMITH, the leader of the Beginners Department, was about to open the department planning session when Janice asked the question, "Would it be asking too much of you to give us some help in our storytelling?"

Janice was sincere. She had a class of ten lively five-year-old boys and girls. May was happy. For several weeks she had been waiting for the opportunity of giving her teachers some much needed help on this very thing.

From Experience

"Well, girls," she began, "I can only tell you about some of the things which I have found helpful in my years of experience. I hope that many of you will learn before long to tell stories to your class instead of reading them, but the things we will discuss will apply to reading stories as well.

"First of all, be sure that everyone in your group is seated comfortably about you. Ideally, have everyone sitting on the floor *with you.* I have noticed Mary Ann and her group sitting on that lovely Oriental rug Mrs. Johns gave us. Mary Ann, you surely did a quick job of squelching Larry yesterday when he began pulling Suzy's curls. Girls, you should have seen the surprised look on Larry's face when Mary Ann quickly intercepted the hair-pulling act. The point is, the more closely you identify yourself with your youngsters the easier it will be to keep them interested. Now, I know you do not all have rugs so you can get down on the floor with your group, but you can make sure you have them sitting in chairs of comfortable size and near enough to you that you can easily place a guiding hand on some child when it is needed."

Space

"But the table takes up so much space in my room," broke in Eloise, "and if I sit at one end I can't reach John, my problem child, who usually sits at the other end."

"Maybe you should eliminate

the table," suggested May, "and have the youngsters use the chairs only when they do their pasting or coloring. Or, if you feel you would rather have the table, try seating yourself in the middle of one side instead of at the end.

Attention

"The next step is very important, and yet it is one that is most frequently forgotten. Before you begin the story make sure you have the attention of the entire group. Usually the activity which immediately precedes the story will lead naturally into it, but you may occasionally have to use an artificial means. I can just hear Opal saying, 'May I see the brown eyes now?' Danny will respond because he is the only brown-eyed person she has in her class and is he ever proud! Or, Mary Ann might say, 'Suzy, I can see your pretty curls, but I would rather see your pretty smile.' Even though these artificial devices can achieve our purpose, it is better not to have to use them.

More Plans

You know what that means: more adequate plans for and preparation of materials to be used during our class sessions. Maybe we had better put that on the list of discussion topics at one of our department meetings."

May immediately wrote a note to herself concerning such plans, and then continued her story-telling discussion.

"When you have the group's attention begin without delay, but do not hurry the telling of your story. Remember you are painting a word picture. Take time to add details which will make the picture clearer, using an unhurried style which keeps the action moving steadily. I shall not soon forget how breathless I felt when I completed a three-minute radio broadcast of a story I had been telling in four minutes. Much is lost when the storyteller hurries through the sequences of events even though she includes them all.

Be Natural

"I know that each one of you has at some time been given the advice: just be yourself. Girls, that really applies to storytelling 100%. Storytelling should always be natural. Never use any studied voice modulations. Do not give the impression that your story is a dramatic reading, just speak naturally, clearly and distinctly. The same is true with the gestures you use. If the gesture comes naturally

use it. For example, what could be more natural than a sweep of the hand to the right and left as you say, 'Abraham said, Lot, if you choose to go to the right, I will go to the left.' "

"May I interrupt?" asked Mary Ann. "I think my Jimmy illustrated that point very well. Evidently, he wanted to make sure that we all understood about creation, so with a sweeping gesture of both arms he said, 'And God made everything in this whole world!' Little did it matter to him that he knocked Betty's hat from her head."

"It was the most natural thing in the world for Jimmy to include everything with that one big sweep of his arms. He did,

must also be very careful in using questions because they are very apt to bring undesirable answers rather than emphasizing a truth, and the wiser plan would be to avoid that technique.

"Elaine, if you asked the question, 'Who told us to treat others the way we want to be treated?' David would very likely answer, 'My grandma!' For David that would be a logical answer but for you it would be undesirable at the moment.

Interruptions

"We must also learn to classify the interruptions made by the children. There might be an interruption on which we could capitalize, and a valuable contribution

theless it is extremely important. Always remember never to say, 'I forgot.' If you omit an essential part of your story, include it later even if it is delayed, but if possible, cover up your mistake. This can sometimes be done so skillfully that the listener will not be conscious of the ommission.

Forget Yourself

"Of course, one of the most important rules of storytelling is, 'Forget youself! Prepare your story well, then lose yourself in the telling of it so your hearers will see your word picture instead of you, and your story will be so vital to them you need not worry about having an inattentive group.

"Girls, this certainly became anything but a planning session tonight, and I've done all the talking." May was almost apologetic.

Further Plans

"I expect it was my fault," said Janice, "but this has been a great help to me. Now, I would like to learn to tell stories instead of reading them. How about it, May? You and the girls come to my house Friday evening, and we can have our second storytelling lesson while Jim is attending the Brotherhood meeting."

News and Views

By JOHN HILTNER

For Better Bulletins

I like the bulletin of First Lutheran in National City, Calif. It reads:

> At 9:45 A.M.—The *Congregation* at *Study*
>
> Life—and family related Bible classes for all ages—Adults: Micah's Protest.
>
> At 11:00 A.M.—The *Congregation* at *Worship*
>
> What God hath joined together during the week—the family—let no Sunday school put asunder on Sunday morning.

What's the Lutheran Score?

Forty-four per cent of the enrollment in the church schools of the Methodist Church is in the adult division. This Church which used to depend largely on revivals for reaching people now recognizes that teaching is the better way. They have 85,000 adult classes.

The Presbyterians report an influx of adults into the Church, unmatched in memory. "The Church is discovering adults, and adults are discovering the Church as never before." Their new national program for young adults now counts more than 45,000 groups, a five-hundred per cent increase over the past ten years.

The Church of the Brethren says that "adults attend Sunday school as a matter of course." Out of a total school enrollment of 132,000 last year, 51,000 are in the adult division.

What's the score in the Lutheran Church? There are first who shall be last—unless we wake up and go to work on our adults.

A Recipe for Good Teaching

Time magazine (Nov. 12, 1951) tells the story of "Preacher Allen in Atlanta." This preacher explains his remarkable success in preaching in this simple way: "I study the Gospel. I study people. Then I apply one to the other." Essentially, this is the secret of good teaching. I study my lesson. I study my class. Then I apply one to the other. Have you tried this method?

What's the Lesson?

On November 24, the Congregational church in Osage, Iowa,

burned to the ground. Among the many spectators watching the fire was a four-year-old boy. The little boy cried pitifully. Finally his mother succeeded in comforting him. He stopped crying, then he looked up to his mother and asked anxiously: "Mummy, God did get out, didn't he?"

What is your interpretation? Ask your class next Sunday.

Laboratory School

The Presbyterians conducted a laboratory school last summer. It was a two-day affair. Classes of children from 4 to 11 were organnized, and the prospective teachers observed the work of the teachers in charge.

After the classes were dismissed, the leaders who had taught a lesson met the teachers-to-be and discussed the lesson, the method, and the outcome. On the second day, the members of the study group were assigned to teach part of the lesson which had been prepared under the guidance of the leader. Then their work was discussed and criticized.

The TTT program of the Augustana Church in 1951 and a similar program planned for 1952 in the American Lutheran Church are laboratory schools.

"Never tell a child that which he will later find to be untrue. Of course the child is not capable of understanding all about God (indeed, who is thus capable?), but little by little he can grow to think of God in terms of love, helpfulness, kindness, and as the giver of all good things. The teacher who uses God to substitute for her own inadequate disciplinary ability and says, "Jesus won't love you if you do that," is teaching an untruth which the child will have to unlearn if he ever has faith in the forgiving love of God. We may not teach all the truth to the growing child, but let what we teach be all truth."

Quoted from the book, *Our Concern Is Children,* by Irene Smith Caldwell.

How We Help Our Teachers

By RAY MacKINNON
Superintendent, St. Mark's Sunday School
Pittsburgh, Pa.

A Right Spirit

Much has already been said and written about the many ways in which we can help our teachers. Such things as providing adequate teacher training programs, worker's conferences, rallies, good manterials to work with, adequate and pleasing classroom facilities, etc. But the purpose of this article is to stress the frequently unrealized importance of a very basic need we all have. That need is a never fading enthusiasm, a true devotion, a high morale, yes, a *right spirit* in approaching our work. The Sunday school superintendent must have this spirit himself. What can he do to cultivate it in his teaching staff?

Example

First of all, there is the influence of setting a good example. Enthusiasm is a contagious element. It will spread to the members of a staff whose leader radiates a joy in the religion he professes and the tasks which engage him. Jesus said, "Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven."

The Fever of Reason

Enthusiasm is the fever of reason. The church school leader who occasionally arranges to have a heart to heart talk with his staff has an excellent opportunity to renew their interest and rekindle their zeal. Every successful coach in the field of athletics knows the value of the *pep talk*. It is one of the chief ways of creating a wining spirit in a team. So might it also be for the church school leader.

Pep Talks

These talks might well be had at a regular monthly conference. At the beginning of the church school year and when any special program for the school is planned, they are timely and can be of real help and inspiration. In such talks the superintendent could emphasize again the true purpose and real goal of the school and the part all have in the attainment of that goal. Actually, the purpose of the Sunday church school is such a

lofty one that the whole staff might well be radiant about it. To help others live more abundantly in the Christian way—who can quench an enthusiasm to contribute in some way to that cause? The leader who helps his teachers become conscious of that goal, in all their endeavors, may expect them to enter their work with high spirits.

Commendation

In any activity, the accomplishments and successes we have are always a stimulus to our enthusiasm for that activity. The wise leader is always alert for evidence of good work on the part of any member of his staff, and should not fail to commend that member. Such commendation goes a long way in building up morale and promoting greater efforts. In this respect, I am heartily in favor of the annual recognition dinner or service for our Sunday school teachers. The congregation as well as the superintendent should appreciate the workers' efforts and let them know that they do so.

Help with Problems

At the same time, the superintendent should always be ready to come to the aid of teachers who have discouraging problems. Discouragements can dim enthusiasm. Workers must have full confidence in their leader and know that he stands squarely behind them, encouraging them, serving them.

Unity in Planning

Having a valuable, challenging program is of fundamental importance in cultivating spirit. Each member of the school staff should be given full part in determining that program and ought to assume some responsibility for its fulfillment. If the program is good, and the challenge extended tactfully, they will assume their responsibilities and high interest will be created. A unity of purpose will have been established and an eager willingness to do that in which they had a part in planning for will result.

Prayer

Let us not overlook prayer. The psalmist prayed, "Create in me a clean heart, O God; and renew a *right spirit* within me." The superintendent can pray for his teachers, can pray that they may receive the kind of spirit Paul presents when he exhorts that "whatsoever ye do, do it heartily as to the Lord."

To obtain success, the heart must be fired with a noble purpose, the thought must be stimulated by the constant presence of a high ideal.

Where Does Your Class Meet?

By HILVIE MAE OLSON
Augustana Board of Parish Education Staff

WHERE does your Sunday school class meet? Do you have a separate room all of your own, equipped with table, chairs, bulletin boards and blackboards? Do you meet in a larger room at the same time that many other classes are meeting there? Do you meet in the kitchen, furnace room, choir assembly room, choir loft, hallway or church pew? Do you meet in a school house, garage, or town hall? Wherever you meet, I'm not surprised. I've taught children in quite a variety of settings myself.

Different Settings

I have charge of the Junior Department in our Teacher-Teach-Teacher Schools. We have conducted schools in nearly a dozen places in seven states this fall. This has given me a realization of the many different settings there are in our church schools. But no matter what the setting, children are being guided in their eternally important Christian growth. I've learned to realize that the important thing is not so much the wealth of the congregation and the value of its equipment as the way in which the equipment is used (Not that good equipment is unimportant!)

For our TTT schools, we try to make our setting just as ideal as possible for our demonstration classes. Of course, because teachers observing need room, we need a little more space than we would for a regular class. Nevertheless, our settings are quite varied and typical. We have to make the most of what we find. Perhaps you'd like to hear about some of these settings.

Large Rooms

One church we visited was very fortunate in having an educational building with a large assembly room for each department. Smaller classrooms adjoined the larger rooms. All the junior classes, for example, could come together at the end of their individual sessions for a departmental worship. Because the juniors and intermediates had to share the assembly room, the intermediates

had their worship first and the juniors held theirs at the end of the hour.

The seats in the assembly room were movable so that they could be removed or rearranged to meet specific needs. (Flexibility is always a good quality.) Tables were in some of the small classrooms, but some had to seat so many children that the table was crowded out. Walls just won't move back to allow for larger classes.

In this church we removed most of the chairs from the assembly room and set up for our demonstration work there. A large moveable upright blackboard was brought in for use as a bulletin board and to somewhat enclose our setting. The worship center table was placed against one wall and the picture depicting the thought of the lesson for the day was set on the table. Work table and chairs were arranged near the bulletin board, near the worship center, and near the other wall (bulletin board) but far enough away to allow for movement.

A Basement

At another large church, a large part of the basement was divided into two good-sized rooms by a folding-door partition. Movable, upright, combination bulletin-blackboards, the kind that can be used on both sides, were used to divide each room for individual classes. These dividers served as walls at the same time that they provided the teacher with space and equipment for pictures, map work, blackboard work, and other activities. This seemed to me to be a very flexible and economical way of making individual classrooms. With good teaching, and with the understanding among all teachers and pupils that voices must be kept low, noise need be no problem.

In this place I used the same plan for arranging my classroom, except that I needed a larger space. I had three "walls" to work within, one real wall and two of the blackboard-bulletin-board screens.

A Residence

Another church was using as its parish house an old residential building—the kind which is too large for the modern family. Some rooms were large enough for two classes, others held only one class. Several moveable blackboards, bulletin boards, tables, and children's chairs were accessible. Some of them stood on easels. We did not use any easels in our demonstration lesson because they took too much space. We used drafting

tape for putting our maps and map activities and our "aim-centered pictures" right on the wall. No damage to the wall paper or to the paint (unless it's Kem-Tone!), and more room for movement.

Another Basement

One church had several rooms in the basement which were used for classes. The room for our Junior Department was ordinarily divided into two rooms by draw curtains extended from the ceiling. For our purpose we needed the larger room so we simply drew back the curtains. That made enough space for us to use easel stands to support the bulletin boards.

In several places we "set up" in a single room basement. In such situations we tried to locate in a corner area, where there was one wall for the arrangement of the necessary pictures and maps for the teaching, and the other wall for a worship center. Table and chairs for our work center were arranged so that we could see and move to either wall easily.

The Sanctuary

In one church it was necessary for our Junior class to meet in the church sanctuary. There was a large space in the nave before the chancel, so we "set up" there. We arranged the reference and browsing books on the front pew. Drafting tape held our pictures on the smooth back of the electric organ. (That made a nice bulletin board.) Since there was no room for a table we arranged our chairs in a circle (somewhat oblong to fit the area) and held lap boards. I placed a center table beside my chair, as a part of the circle, for our supplies. A blackboard on an easel, visible to all, provided support for a map and an outline for a class map. The key verse of the lesson, printed on 18" by 24" oaktag, rested on a music stand above and behind my supply table. Our worship center was arranged below the pulpit. At the proper time the children moved their chairs to form the semi-circle for worship.

Semi-circle

In places where we had plenty of room, we arranged (before class) the chairs in a semi-circle before the worship center. Where there was sufficient room, the children carried their individual chairs and arranged them about the worship center in a semi-circle just at the time for the worship. (We build toward the worship during our hour and plan the worship from the lesson.) In a crowded

situation, we have found it best to stand and if possible, move toward the worship center.

No Situation Hopeless

So far I have not had to teach the demonstration lesson at a TTT School in the church pews, although this is a very popular setting for a Sunday school class. I realize that many teachers have to teach there because of crowded situations, lack of an educational building, or failure to make the most of what you have. (I know of churches where the children's classes meet in the pews, while the Adult Bible Class monopolizes the entire basement.) If at all possible, try to get away from these benches. If you must meet there, don't feel that your situation is hopeless. Let the smaller children get down on their knees and use the bench for a table. Or, better still, let lapboards serve as tables.

Custom-built

Ask your lumber dealer to cut some Masonite, pressed wood, or other suitable material, into squares about 12" by 12". Children can lay their other supplies on the bench and do their writing or activity work on their lap "tables." Try mounting pictures or maps on heavy oak tag or a portable bulletin board and set it at the end of the pew, holding it up at times.

Try to fit some easel-boards in the aisle next to your class. Make the back of the pew ahead of your class into a bulletin board. Drafting tape will hold pictures and will not harm furniture. Then let the children help you take things down and put them away so that all signs of work will be gone before the morning worship service begins.

Make the Most of What You Have

Whatever the original setting at our TTT Schools, we have tried to arrange the equipment we found best to meet the needs for teaching our specific lesson to the children at the specific age level. We pass this on: make the most of what you have (and what you can get) to help accomplish your specific lesson aims.

Practical Teaching

By W. G. MONTGOMERY

IN this discussion I am not setting practical teaching over against the professional type, since both have their places. Not all church school teachers, however, have had the college and professional training that teachers in the public and high schools must possess.

Our church school teachers, however, are composed of men and women of fine intelligence, and while probably most of them have had no special training in psychology, pedagogy, methods and techniques, they can accomplish quite as much, and oftentimes more, than the professional.

For Encouragement

So, I am writing this for the encouragement of those who feel they are not qualified to teach in the church school because they have not had a college education and special training in the art of teaching.

Let me say in the beginning that almost anyone of average ability, and with some natural fitness, can become a successful teacher by observing the following principles which are basic in all effective teaching. No college trained teacher could have better results with a class than would come to any person of average ability who will make use of the following suggestions.

Such teaching, too, will be practical, and probably better than that of the professional, because it is apt to be more in line with the class level. So, do not refuse to teach because you may not have had special training in some teachers' college.

Begin Where the Class Is

The practical teacher will begin by putting himself or herself in the pupil's place. This principle applies to all ages, regardless of whether one teaches children, youth, or the middle-aged. This principle is the basis of all good teaching, that of beginning where the class is, not where we think it ought to be.

The teacher will then try to discover the background of each student and relate the lesson to his own knowledge and experience. Then, he will gradually discover

the viewpoints of each student, look at the lesson through the student's eyes, and become one with him in whatever he wishes to present.

Assume Nothing

The good teacher does not assume that because something is clear to him it is also clear to the students. He does not assume anything. Rather, he gets down to the level of the class, and the two travel along together. If the student's viewpoint is incorrect the teacher will do what he can to set it right by giving illustrations or examples bearing on the problem.

The practical teacher will soon discover the difficulties of his class or of particular students, and then by wise suggestions, now and then, will enable students to work out their own problems. Such a process leaves the student satisfied, since he feels he has straightened out his own difficulties instead of being "told" how to do it. And just here is an important secret of good teaching.

Go Along with Class

A class will love any teacher who can teach without appearing to do so. And a good way to make this impression is to encourage the class to lead out in the discussion.

To be sure, the discussion must be guarded and guided lest it get nowhere with the lesson. And the teacher is the guide, but he does not guide by going in front and asking the class to follow. But by going along with the class, asking good questions and making wise suggestions, he can take a class anywhere he wants it to go. And he does all this fine teaching by not appearing to teach.

Reality

What he does do is to relate each Bible lesson to the everyday experiences of life. He presents his subject not in vague, general principles; not in rules, definitions nor theories, but in living experiences. Lessons are brought to bear upon life as the class knows and sees it today. Bible truths are translated into terms of reality. Trembling with the divine, the lessons are also made to touch and transform human hearts. They become a living power in the hands of the practical teacher.

The Eternal Now

Such teaching does not present Bible lessons as events which merely happened in the long ago and of small importance now, but as principles which are happening even now in life and to life. Then,

when the applications are made, the teacher does not stop to moralize or give advice, but leaves the class to draw its own conclusions.

Wise Guidance

Practical teaching encourages each student to think out his conclusions for himself. It is only through this method or process that the student can be satisfied with what he accepts or believes.

Now, it is much easier for a teacher to answer questions put to him than to throw the burden of the thinking upon the student, but merely answering questions is poor teaching at best. Wisely guiding the student toward a correct solution by offering a suggestion now and then is far better than to tell him outright the answer or solution to his problem.

Remember the Individual

Practical teaching is also the most effective because it deals with individuals instead of groups. The practical teacher looks at fifteen pupils in a class as fifteen different classes. He knows that no two in the class are just alike in anything; that no two have the same background, the same problems, the same needs or understanding.

There will be, of course, certain needs common to all, but the most important ones are individual, and the practical teacher, knowing this, will try to understand each student individually.

The Object

Practical teaching regards the object always as more important than the subject. Books are never as important as boys, and lesson leaves are secondary to human lives. Because of this, the practical teacher tries to discover the likes and dislikes, and prejudices—the strong and weak points of each individual in order to help him to something better.

He will teach his class to observe life as it is and ought to be, to take notice of the results of right and wrong living in themselves and others. His teaching will be so objective, so personal and practical that they can never get away from it.

The One Method

Being practical in applying the lessons, he succeeds where others who know more about the theories of teaching might fail. All the teaching methods in the world, and there are many, are of small importance unless the one method is found that leads a class into a fuller knowledge of and growth in Christ. And he does not have to be a post-graduate specialist in teaching to do this. To be sure,

anything one can learn about methods and techniques will be valuable in his work. I do not discount those courses of study on specialized teaching given by experts. I have had them all.

What I want to impress is that anyone of average ability, and with a certain knack for meeting people will succeed in teaching in the church school as well and maybe better than the expert who knows everything about it.

Do not refuse to teach even if you have not had college training. Even Jesus did not have that.

"Many Moslems are convinced that their sacred book, the Koran, was miraculously handed down from heaven. We make no such claim for the Bible. We can see for ourselves that it was put into writing over a long span of years by men of flesh and blood. God had indeed chosen them to serve as his witnesses, but they did not cease to be men of flesh and blood after he had chosen them for this service. They were not anemic robots who spent their days in some sheltered nook writing Bibles. They were strong men of God who, living in the thick of things, had learned that our God is a God upon whom we can depend. Their testimony is all the more precious to us because we know that it was put to the test in the arena of life before it was put into writing."

Quoted from the book, *The Book of Life,* by RUSSELL D. SNYDER.